It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Academic Council, has been pleased to authorize adoption of the revised Syllabi and Courses of Study in the subject of Home Science for M.Sc.(Human Development)- I, II & III Semesters (given in annexure) for the examination to be held in the years as under alongwith %age of change:-

**M.Sc. (Human Development) - I**

<table>
<thead>
<tr>
<th>S.N o.</th>
<th>Course No.</th>
<th>For the examinations to be held in the year</th>
<th>%age of change</th>
</tr>
</thead>
</table>

**M.Sc. (Human Development) - II**

<table>
<thead>
<tr>
<th>S.N o.</th>
<th>Course No.</th>
<th>For the examinations to be held in the year</th>
<th>%age of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>466</td>
<td>May 2012, 2013, 2014</td>
<td>No Change</td>
</tr>
<tr>
<td>2.</td>
<td>467</td>
<td>May 2012, 2013, 2014</td>
<td>More than 50%</td>
</tr>
<tr>
<td>4.</td>
<td>469</td>
<td>May 2012, 2013, 2014</td>
<td>No Change</td>
</tr>
<tr>
<td>5.</td>
<td>470</td>
<td>May 2012, 2013, 2014</td>
<td>No Change</td>
</tr>
</tbody>
</table>

**M.Sc. (Human Development) - III**

<table>
<thead>
<tr>
<th>S.N o.</th>
<th>Course No.</th>
<th>For the examinations to be held in the year</th>
<th>%age of change</th>
</tr>
</thead>
</table>
The alternative question papers are required to be set as per the University regulation given as under:

i). If the change in the Syllabi and Courses of Study is less than 25%, no alternative Question paper will be set.

ii). If the change is 25% and above but below 50% alternative Question Paper be set for one year.

iii). If the change is 50% and above on whole scheme is changed, alternative Question Paper are set for two years.

F.Acd./21/11/ 5237 - 61
Dated: 25-08-2011

Copy for information and necessary action to:
1. Special Secretary to Vice-Chancellor, University of Jammu.
2. P.S. to Registrar
3. Dean, Faculty of Sciences
4. Convener, Board of Studies in Home Science
5. Members of the Board of Studies concerned
6. Principals of the concerned Colleges
7. P.A. to Controller of Examinations.
8. C.A. to Controller of Examinations.
10. S.O (Confidential)
11. Content Manager, University Website.

Asst. Registrar (Academics)
First Semester

Detailed syllabus

C. No: 407  (Core Course)  
Title: History and Theories of Human Development

Credits: 3

Maximum Marks: 75

a) Semester Exams: 60

a) Sessional Assessment: 15

b) Teaching Periods: 3/Week

Duration of Examination: 2 ½ hrs

Syllabus for the examination to be conducted in Dec 2013, 2014 and 2015

Objectives:

1. To understand the need for theory in Human Development.
2. To see the theories in context.
3. To examine the historical perspective in the evolution of theory.
4. To understand practical applications of theory.
5. To discuss various theories of human development

Contents:

Unit I

1.1 Theory: Definition and construction.

1.2 Early theories and their effect on understanding of the child.

1.3 Ethological theories: Darwin, Lorenz and Bowlby

Unit II

2.1 Freud's Psychoanalytic theory, Neo Freudians: Jung, Adler, Anna Freud; cross cultural implications and current status

2.2 Erikson's Psychosocial theory, basic concepts and current status.

2.3 Cognitive theories:
   - Piaget's theory: basic concepts and current status.
   - Vygotsky's theory: basic concepts and current status.

Unit III

3.1 Bandura's social learning theory.

3.2 Theories of self by: Mead and Kakar.

3.3 Indian thought on human development.

3.4 Humanistic and developmental psychology.

Note for Paper Setting:

The question paper will contain two sections:

Section I: Will consist of six long answer questions.
(Weightage: 45 Marks)
(2 questions from each unit with internal choice within the unit). Each question will be of 15 marks. The candidate will be required to answer one question from each unit, attempting 3 questions in all.

Section II: Will consist of six short answer questions.
(Weightage: 15 Marks)
(2 from each unit, proportionately spread) The weightage of each question will be 5 marks. The candidate will be required to attempt any 3 questions in all.
References:


First semester

Detailed Syllabus

108(Core Course) Title: Methods of Studying Human Development

Maximum Marks: 75

a) Semester Exams: 60
b) Sessional Exam: 15

Duration of Examination: 2½ hours

Six of the examinations to be held in Dec 2012, Dec 2013, Dec 2014

ives:

To study different methods and techniques of understanding Human Development
To apply the various methods studied in practical context

nts:

Introduction: Need for studying Human development, basic principles for selection of appropriate methods, issue of reliability and validity.

Observation Method: Concept, types, advantages and limitations, application, considerations for conducting and recording observations.

Interview Method: Characteristic features – Types, advantages and limitations, applications, preparation of Interview Schedule/guide, general considerations for conducting interviews.

Questionnaire Method: Characteristics, types, advantages and limitations, uses, procedures for construction and administration of questionnaire

Case study Method: Characteristic features, advantages and disadvantages, development of study protocols
2.3 Anthropometric measurements

Types and measures of Human growth

Unit-III

3.1 Sociometry: Meaning, types and applications

3.2 Some psychometric tools

- Scale for infant assessment
- Stanford Binet Scale
- The Wechsler battery of tests
- Children’s Apperception Test
- Draw a man test
- Bhatia’s Battery
- Raven’s Progressive Matrices
- Differential Aptitude Test

3.3 Application of tools in Indian conditions:

- Concept of culture free Vs culture fair test
- Standardisation of tools on Indian population

Note for Paper Setting:

The question paper will contain two sections:

Section I: Will consist of six long answer questions.

(Weightage: 45 Marks) (2 questions from each unit with internal choice with in the unit). Each question will be of 15 marks. The candidate will be required to answer one question from each unit (Total 3 questions)

Section II: Will consist of six short answer questions. (2 from each unit,

(Weightage : 15 Marks) proportionately spread over the unit). The weightage for each question shall be 5 marks. The candidate will be required to answer any 3 questions.
References:


First semester

Detailed Syllabus

C.No. 426
Title: Practicals
Maximum Marks: 200
a) Semester Exam.: 100
b) Sessional Assessment: 100

Duration of Examination: 4 hours
Syllabus of the examinations to be held in Dec. 20/1 Dec. 20/3, Dec. 20/4

Unit I.
1.1 To study Cognitive Development in children
Or
To prepare a model based on any theory

Credits-1

Unit-II
2.1 Administration and scoring of any two psychological tests
Credits-3
2.2 Interview with children/parents/community (any one)
2.3 To prepare case study of one normal child.

Unit-III
3.1 To study the variation in family and child rearing patterns in the existing socio-cultural milieu.
Credits-1

Unit-IV
4.1 Visit to various centres of Early Childhood Care and Education: Preschools, Nursery schools, Day Care Centre, Balwadi, Anganwadi Centres.
4.2 Planning one week programme for an ECCE centre
4.3 Preparing the following teaching material kit (any one)
   - Story and their techniques
   - Puppets and mobiles
   - Song booklet and low cost musical instruments
   - Readiness games and materials
   - Art and Craft portfolios
   - Picture talk and object talk related material

Credits-3

16
Second Semester

Title: Anthropological & Cross-Cultural Perspectives in Human Development

Maximum Marks: 75
a) Semester Exams: 60
b) Sessional Assessment: 15

Teaching Load: 30-35/Semester

Duration of Examination: 2½ Hours

is for the Examinations to be held in May 2012, May 2013 & May 2014

ives:
To understand the concepts and frameworks available in anthropology, sociology and cultural psychology to understand human development.
To view, within these frameworks, the concerns, issues and problems affecting human societies.
To perceive the need for indigenization and development of humanistic approach in the study of human development.

Unit-I

1.1 Anthropological Perspectives:
Anthropology and its relevance to the study of human development and family studies

1.2 Culture: definition, characteristics,

1.3 Basic concepts in the study of culture: cultural traits, complexes, zones, culture and civilization, Institutions, customs, laws, conventions, folkways, mores, social control and conformity

1.4 Mechanisms and Processes of Social & Cultural Change:
Migration, Acculturation, Crisis of Social Change, tradition and modernity.
II:-

Cultural and Psychology:
ross cultural psychology, cultural studies, Cultural Psychology and
igenous Psychology.

Approaches to study Culture and Psychology:
constructivist
socio-historical approach.

atural Processes:- Individual and Collective Culture.

[I :-

oretical Framework In Cross Cultural Development:
1.1 Eco-Cultural Framework.
1.2 The Developmental Niche.
1.3 Bronfenbrenner’s Ecological System Theory.
ethodological Issues In Cross Cultural Psychology.
plied Perspectives:
.3.1 Socialization, Personality and Culture.
.3.2 Intercultural Perception and Interaction.
Paper Setting: 

M.M. = 60

Time = 2 1/2 hrs.

The examination paper will contain two sections:

1. Will consist of six long answer questions.
2. Each question will be of 15 marks. The candidate will be required to answer one question from each unit (total 3 questions)
   (45 marks)

3. Will consist of short answer questions.
4. (2 from each unit, proportionately spread over the unit).
5. The weightage for each question shall be 5 marks. The candidate will be required to answer any 3 questions.
   (15 marks)

References:

5. Majumdar, T.N. and Madan, D.N. An Introduction to Social Anthropology.
Second Semester

C.No: 477  
Title: Practicals & Internship

Credits: 8  
Maximum Marks: 200
a) Semester Exams: 100
b) Sessional Assessments: 100

Duration of Examination: 4 Hours

Syllabus for the Examinations to be held in May 2012, May 2013 & May 2014

Internship:  
Credit: 3

1. Placement in an ECCE Centre for 10 days
   a) Planning Programme
   b) Execution of the planned programme
   c) Preparation of a report related to placement

Practicals  
Credit: 5

Unit I (C.no. 467)  
Credit: 1

1. Understanding infant development in cultural context by studying traditional games, songs of infant care and stimulation.

Unit II (C.No. 468)  
Credit: 1

1. Study the developmental characteristics in
   a) Young adulthood  
   b) Middle adulthood

OR

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2. (a) Interacting and Assessing the needs of the institutionalised aged.

(b) Planning and executing recreational activities for the aged.

Unit III (C.No. 469)  
Credit - 1

1. Assessing media (electronic & print) influences on adolescent lives.

Unit IV (C.No.470)  
Credit - 2

1.(a) Planning a parent education programme

(b) Execution and Reporting of the parent education programme
C. No: 520 (Elective Course)  Title: Principles of Guidance and Counselling

Credits: 3  Maximum Marks: 75

a) Semester Exams: 60  
b) Sessional Assessment: 15

Duration of Examination: 2½hrs

Syllabus for the Examination to be held in Dec 2012, 2013, 2014

Objectives:

- To understand the need for guidance and counselling in Human Development
- To introduce basic concepts in guidance and counselling.
- To discuss the processes involved in counselling at different stages in life.

Contents:

Unit I: Introduction to Guidance and Counseling

1.1 Guidance and Counseling
1.1.1 Meaning, definition, Characteristics
1.1.2 Purpose, Basic principles and types
1.2 Basic differences between guidance and counseling
1.3 The counseling Process
1.4 Role of culture in influencing counseling needs and practices

Unit II: Counseling: Theory and Practice

2.1 Affective theories of counseling: Psychoanalysis, Adlerian counseling, Transactional analysis, Client – Centered therapy, Gestalt Counseling
2.2 Cognitive & Behaviour Theories of counseling: Trait and factor theory, Rational-Emotive Therapy, Behavioural counseling, Reality Therapy
2.3 Group, couple and family counseling
2.4 Few selected counseling services: Child guidance centers, School counseling and social work services

Unit III: Counseling for Psychological Disorders

3.1 Nature of psychological disorders at different stages that require counseling
3.1.1 At childhood
3.1.2 At adolescence and youth
3.1.3 Adulthood
3.1 In old age

3.2 Techniques of collecting information-testing and non testing(brief description)

Note for Paper Setting:
The question paper will contain two sections:

\[ M \cdot M = 60 \]
\[ \text{Time} = 2\frac{1}{2} \text{ hrs} \]

Section I: Will consist of six long answer questions.

(Weightage: 45 Marks) (2 questions from each unit with internal choice within the unit).
Each question will be of 15 marks. The candidate will be required to answer one question from each unit (Total 3 questions)

Section II:

Will consist of six short answer questions.

(Weightage: 15 Marks) (2 from each unit, proportionately spread over the unit) The weightage for each question will be 5 marks. The candidate will be required to answer 3 questions)

References:

C.no: 527 (Core Course)  
Credits: 8  
Syllabus for the examination to be conducted in 2012, 2013 and 2014.

(A) Seminar: 1 credit

M.M. = 25 (Internal Assessment)

The seminar will be presented by each student individually and will be based on the dissertation topic. Presentation of seminar will be compulsory for all students. The assessment will be done internally based on the following criteria:

a) Compilation of literature available.
b) Writing the seminar report.
c) Presentation skills.
d) Audio-Visual aids prepared.

(B) Practical: 7 Credits

M.M: 150

Internal = 75
External = 100

Unit-I

1) To learn the use of any one available Statistical package for data analysis.

Unit-II

1) To study the functioning of any one child/family welfare programme with a perspective on management (planning and implementation).
2) To apply any two techniques to evaluate child/family welfare programme.

Credits

2

2
Unit –III

1) To prepare case profiles of one disabled individual (any one disability/across genders).
2) To visit institutions for disabled to understand the services provided to people with special needs.

Unit –IV

1) To visit schools/institutions/organizations/welfare centres and interact with practicing counsellors.

Or

To assess national level programme promoting ECD and Education (ICDS/SSA) in local context.